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ABSTRACT

This proposal outlines the objectives and functions of a citizens committee for the formulation of new programs and new and improved facilities for the Oakland Public Schools. The task of the committee will be to assist the Oakland Board of Education in defining goals and setting educational priorities for the years ahead, the plan being envisaged to be operational from April 1971 through June 1972. Guidelines are set down for participation on the school site planning committee and on the city-wide master plan citizens committee; additional guidelines are noted for the make-up of the master plan coordinating committee and for the establishment of task forces on curriculum and instruction, school buildings, community resources, decentralization, school finances, and any other areas the committee feels should be investigated. Also included is a set of 17 questions and answers to them on a multiple approach for deepening parent and community participation in Oakland's public schools, as well as a newsletter published by the Master Plan Citizens Committee in September 1971. (RJ)

intergroup

University of California, Riverside 92502

A MASTER PLAN CITIZENS COMMITTEE FOR THE OAKLAND PUBLIC SCHOOLS*

INTRODUCTION

The Oakland Public Schools are entering a period of great opportunity and challenge. To meet the rapidly changing needs of children attending our schools, it will be necessary to have many new programs and new or improved facilities. To respond to the challenge during this decade of growth and renewal, the Board of Education invites the citizens of Oakland to participate on a Master Plan Citizens Committee whose task will be to assist the Board in defining goals and setting educational priorities for the years ahead.

Testimony taken at the public hearings held in October and January has been carefully evaluated. The proposal here reflects many of the thoughts and concerns presented by interested citizens at these meetings. The Master Plan Citizens Committee has been designed as a broadly based, representative citizens committee, drawing from every segment of the community--interested individuals and organized groups, students, teachers, school administrators, business, labor, industry, city and county administrative agencies, civic, religious, and service organizations. We feel that the critical issues facing the school district must be examined thoroughly by a committee that reflects the broad spectrum of view and interests on the tough questions of educational priorities for the Oakland Public Schools.

I. PARTICIPATION ON THE SCHOOL SITE PLANNING COMMITTEE

- A. Every interested individual--parent, student, and teacher as well as representatives of labor, industry, and business, community organizations, service, civic and religious groups--may participate on Master Plan Citizens Committees that will be formed at each school site.
- B. School site committees will be charged with the same responsibilities as the city-wide Master Plan Citizens Committee. School site committees will have access to the same resource groups and staff personnel as the city-wide task forces. The primary purpose of the school site committee will be to provide their representatives

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*Plan to be operational from April, 1971 through June, 1972. Reprinted by permission of Robert W. Blackburn, Deputy Superintendent, Oakland Unified School District.

to the city-wide Master Plan Citizens Committee with information concerning school needs in terms of facilities, services, and programs.

- C. School site committees should be organized during the month of March. The principal of each school will set a time and date for an initial meeting. Meetings will be publicized well in advance--in several languages if that is appropriate. All interested citizens will be invited to participate.
 - 1. The nucleus of the school site committees will be the new parent and community bodies currently being planned under the multiple options program (plans to be completed by February 15). The Multiple Options Committees will be formed during the month of March--their first objective will be to organize the school's master plan school site committee drawing members from their own group as well as inviting any other individual living or working in the school's attendance area to participate on the school site master plan committee.
 - 2. We encourage feeder schools to meet jointly whenever they wish. Since their interests are so closely related, such alliances may have an important influence on city-wide Master Plan Citizens Committee efforts.
- D. Selection of representatives from school site committees to the city-wide Master Plan Citizens Committee. (See Attachment 1: Representation on the Master Plan Citizens Committee by School Site.)
 - 1. Every elementary and junior high school will have one representative per 500 students.
 - a. Every elementary school will have at least one adult or community representative to the Master Plan Citizens Committee.
 - b. Every junior high school will send one student representative in addition to the allocated number of adult representatives to the city-wide Master Plan Citizens Committee.
 - 2. Every senior high school will have one representative per 250 students. Each high school will send an equal number of adults and student representatives to the city-wide Master Plan Citizens Committee. Dropouts may serve as representatives from the schools they attended. Because the Master Plan Citizens Committee will not be in operation until April, and because it will be working through June, 1972, we recommend that high school student representatives be selected from

the 10th or 11th grade.

3. Students will be able to receive school elective credit for participating on the city-wide task forces. To receive course credit they will be required to undertake an amount of guided research in areas of concern to the task forces. Each student will be assisted in making the necessary arrangements if course credit can be arranged.
 - a. In all cases, student representatives will be selected in a manner to be determined by the school's student governing body. In every case a representative and an alternate should be chosen. If a student graduates, the school's student governing body will arrange for the selection of a successor.
4. In addition to electing individuals to serve on the city-wide Master Plan Citizens Committee, alternates should be selected who will be able to attend task force meetings and participate in task force affairs if a regular representative cannot. If an elected representative withdraws from the Master Plan Citizens Committee, the school site committee should choose a new representative.
- E. Representatives selected by each school will join city-wide task forces. The representatives will coordinate activities at the school site and provide information needed by the school site committee. In addition, the representatives will report recommendations and proposals from school site committees to the task forces. We strongly suggest that each school site send observers to all task force meetings to ensure adequate communications as to what each task force is doing.

II. PARTICIPATION ON THE CITY-WIDE MASTER PLAN CITIZENS COMMITTEE

- A. The Master Plan Citizens Committee will be divided into a number of task forces to permit smaller groups to intensively study a variety of problems. All meetings will be open to the public, with press coverage invited. A regular newsletter distributed widely throughout the community will describe work underway.
 1. We hope to be able to provide child care for parents serving on each task force during task force meetings.
- B. Members of the Master Plan Citizens Committee.
 1. Elected school representatives.
 2. Twenty teachers.
 3. Ten principals.

4. One representative from each of the following groups:

- a. Oakland School Employees Association
- b. School Lunch Employees
- c. Custodians
- d. Buildings and Grounds Employees

C. Resource groups.

1. Each task force will probably desire technical assistance and expertise during the course of their work. To this end, the Board will establish a number of resource groups--consisting of persons of the business community, industry, the city administration, city-wide public and private agencies, labor, civic, service, and religious groups.
2. Each resource group will have approximately 15 members. They will participate as regular members of the task forces as well as technical advisors providing expertise in each task force activity area.
3. Resource group members will be chosen and assigned to task forces on the basis of their expertise in the area of study.

D. Administrative staff assistance.

1. The Master Plan Citizens Committee will have a full-time recording secretary to attend task force meetings and circulate summaries of each meeting to other task forces and school site committees.
2. The Master Plan Citizens Committee will have one full-time staff coordinator to assist task forces in gathering materials, tapping new ideas and expertise from within the Oakland Public Schools and elsewhere, and help task forces prepare and write reports.
3. The Board will assign one member of the Oakland Public Schools administration as full-time staff to each task force. The staff member will serve as liaison between the Board, the administration, and the task forces. As needed, the staff member will collect materials and present background papers to the task forces. Staff assistance will also be available to school site committees upon request.
4. The task forces will be organized in early April.
5. Task forces will be expected to share information, for the work of one group may well depend on the work of another. Joint meetings may be useful at regular inter-

vals. We suggest that the task forces meet regularly but at a different location each time, so that the community as well as school site committees will have an opportunity to participate in their meetings.

6. As a take-off point, members of the Oakland Public Schools administration will be called upon to present position papers to each task force, to familiarize representatives with the kinds of issues they will probably be dealing with.
7. As target dates, June 1, 1971, is suggested for a preliminary report on task force activities. Other target dates will be set for the committee as it sees fit. We suggest that June 1, 1972, be tentatively set as a date for all task forces to complete their work.
 - a. It is not the object of the Master Plan Citizens Committee to prepare a single large report to be presented to the Board of Education when all the task forces have completed their work. Instead, we anticipate that as each task force completes a study of one or more issues and has recommendations to make to the Board, a report will be issued for discussion, evaluation and action. We feel that the place for programs recommended by the Master Plan Citizens Committee is not between the covers of a lengthy final report, but in the classrooms, affecting the lives of our children.

III. THE MASTER PLAN COORDINATING COMMITTEE

- A. Members of the coordinating committee.
 1. Two representatives from each task force.
 2. The Superintendent of Schools and his designates.
- B. The Board of Education will hold periodic work sessions with the coordinating committee to exchange ideas and discuss problems.
- C. The coordinating committee will meet regularly to discuss task force activities, examine common problems, and share materials.

The coordinating committee is primarily an instrument of inter-task force communications. Task forces may raise questions that they feel other task forces should examine through the coordinating committee, and the members of the coordinating committee itself may raise issues that task forces might wish to pursue.

IV. CHARGE OF THE MASTER PLAN CITIZENS COMMITTEE

- A. The Master Plan Citizens Committee is directly responsible to the Board of Education, Oakland Public Schools.
- B. It is suggested that task forces be established in each of the following areas:
 - 1. CURRICULUM AND INSTRUCTION - What services and programs will OPS need to achieve its educational goals?
 - 2. SCHOOL BUILDINGS - What facilities - both present and future - will provide the best environment for learning?
 - 3. COMMUNITY RESOURCES - How can Oakland Public Schools harness the rich resources of the total community to make the educational experience more meaningful?
 - 4. DECENTRALIZATION - What pattern of school organization will provide the best combination of effective community participation and responsive administrative leadership?
 - 5. SCHOOL FINANCES - How will Oakland systematically meet the financial needs of its schools in the decade of the Seventies?
 - 6. Any other areas that members of the Master Plan Citizens Committee feel should be investigated.
- C. It is hoped that each school site planning committee will choose to study its needs in relation to the areas suggested above. In effect, each school site will develop its own "mini-master plan"--a thorough assessment of school site needs to be discussed and incorporated into the work of each task force.

V. TIMETABLE

- January 19 - Board adopts procedure for creation of the Master Plan Citizens Committee.
- January 25 - Principals receive guidelines for establishing school site committees.
- February 15 - Plans due for school site parent and community advisory bodies under the "multiple options" program; these groups will form the nucleus of the school site master plan committees.

- March 1 to April 1 - During this period, all schools will organize and convene their school site committee. The Board will extend invitations to resource participants to serve on appropriate task forces.
- April 1 - Each school site committee submits names of adult and student representatives to the city-wide Master Plan Citizens Committee.
- April 12 - First meeting of the city-wide Master Plan Citizens Committee. School site committees should already be in operation.

QUESTIONS AND ANSWERS

A Multiple Option Approach for Deepening Parent and Community Participation in Oakland's Public Schools

1. What is meant by a "multiple option" approach?

This approach recognizes that there is no single best way to involve parents and community in the vital issues at a given school, nor will any single way be mandated by the Board of Education or the Superintendent. Depending on local needs, traditions and circumstances, each school community is free to design and propose its plan for the most effective organization.

2. What are some examples?

One school might wish to create a new advisory committee, with a fresh mandate and year-by-year working objectives. Another might strengthen its present organizations (PTA, Community Council, Dads Club, etc.) and use one, or create a new steering committee to spearhead leadership and coordinate functions of more than one. A third might wish to elect a school site advisory board, with formal bylaws and balloting procedures.

3. Who is going to decide which approach will be used in our school?

As many interested people as possible! The principal is responsible for seeing that a cross-section of all parents and community concerned are involved in discussing the alternatives and coming to a decision on the plan. Most schools will want to have committees set up to propose different options, then bring their ideas to open meetings where they can be thoroughly discussed. Schools may wish to send home a parent questionnaire as a means of determining which option has the most support. Every effort must be made to involve those who don't come out to meetings and who don't yet feel close to the school. The process of building the plan will have a direct and lasting effect on the strength and credibility of the new organization.

4. What about the teachers - and the students?

Teachers and students must have some organized way of working with parents. Some schools will achieve this through a single unitary association, a parent-faculty-student group, for example. Others may use a coordinating body, where representatives from a faculty council, a parent group and the student government association meet regularly and combine their leadership. Your plan should indicate how teachers, students and parents will cooperate in sharing decision-making responsibilities.

5. What about community groups and businessmen?

The predominant participants should be local parents. Members of civic groups should be invited to serve as individuals concerned with the improvement of education for children at the school site, rather than as persons representing an organizational point of view. We should also take the opportunity to invite the participation of store owners, local businessmen and merchants who have an interest in helping to strengthen our schools.

6. Suppose we're satisfied with our present set-up?

This may well be the case for many schools. Here are some questions to consider. Has your group solved the problem of parent apathy? Are there clearly-established channels for working with teachers and students? Should local community leaders who don't have children in your school be involved in your advisory group? Do we need some new procedures for bringing more parents into active roles? Even if things seem to be going well and you feel the present organizational apparatus is the best one possible, take this opportunity to test its value in comparison with other options. It would be a rare school where some changes could not be incorporated with benefit to all.

7. Should elementary and secondary schools have different kinds of groups?

Not necessarily. But both junior and senior high schools, with wider service areas and older students, have special opportunities for broader involvement. Secondary students may shoulder heavier responsibilities than is the case in elementary school organizations. Business, civic and university representatives can be attracted to secondary school advisory boards. Historically, elementary schools have the greatest parent power. By creating even more roles for parent leadership at the elementary level, we build for success in the secondary schools.

8. What are the most useful ingredients in any approach?

- a. Genuine participation of the greatest number.
- b. Representativeness from all segments of the community served by the school - cutting across racial, ethnic, economic and neighborhood lines.
- c. Procedures for sharing in decision-making at the school site - including both opportunities and limitations.
- d. An explicit statement of operating procedures: meeting times, officers, committees, procedures for rotating leadership, etc.
- e. Stated working objectives for the group.
- f. Where there will be more than one group, a plan for cooperation and coordination of leadership and activities.

9. What responsibilities will our group have?

- a. Maintain two-way communication among school site administration, faculty, students, parents and community.
- b. Provide a vehicle for sharing in the development of short and long range objectives for the school.
- c. Review periodically the progress made towards the achievement of annual target objectives.
- d. Under the leadership of the staff, review plans for modifications in course offerings, curriculum and special programs.

- e. As school budgeting moves towards greater flexibility and involvement at the school site level, participate in the shaping of priorities for the coming budget year.
- f. Devise ways and means of deepening parent and student roles in the instructional program, e.g. youth-tutoring-youth programs, school volunteers, parent aides, library assistants, etc. Seek out community resources for improving the school program.
- g. Promote positive and supportive school-community relations.
- h. Devise means of finding support for special needs or projects not covered by regular school funding.
- i. Join with other school associations in promoting city-wide campaigns for adequate financial support for the public schools.
- j. When requested by the Superintendent, cooperate and provide assistance in the nomination of candidates for school principal.

LIMITATIONS OF AUTHORITY

The importance of broadening the areas for shared decision-making must be balanced by an awareness of the mandated responsibilities of the elected Board of Education, operating under the Education Code of the State of California. Ultimate authority for personnel appointments, working conditions of staff, curriculum requirements and budget decisions is vested in the Board of Education.

10. What are the basic options?

OPTION ONE: STRENGTHENING EXISTING GROUPS

After a full review of the situation, a school community may determine that the most effective plan is to retain the present organization(s). In this instance, considerable effort should be devoted to building in the ingredients listed in Question 7, and the responsibilities outlined in Question 8.

If there is more than one group that is to continue functioning, their different roles should be spelled out, and a central steering committee should be established to coordinate functions and unify leadership.

OPTION TWO: CREATION OF A SCHOOL ADVISORY COUNCIL

In schools where existing parent groups are small, where the same few individuals come out to meetings, the best plan may be to launch a fresh drive and organize a new, all-inclusive School Advisory Council. One version would have its membership open to all parents, community members, teachers and students, with elected officers. Another might be made up solely of parents, with additional procedures for collaborating with existing faculty, community and student groups.

OPTION THREE: ELECTION OF A SCHOOL SITE ADVISORY BOARD

A school may plan for an overall parent membership group, but design a formally elected Board, charged with overseeing the responsibilities listed in Question 8. Elected Boards should be no smaller than nine members, nor larger than about twenty-one. Duties, rotation of leadership, terms of office, annual spring election, power to form subcommittees, etc. should be written out in simple bylaws.

Elected Boards can function quite effectively, but a part of their mandate must be to ensure active participation in school affairs for all parents.

Note: Regardless of the option selected by the school community, all such voluntary participation in the work of the school will be an unpaid service.

11. Must our plan look exactly like one of the above?

No. Each school is free to design and propose its own plan, adopting one of the options listed, or including components from more than one. But each plan should incorporate the basic ingredients listed in Question 7, the responsibilities in Question 8 and the sort of procedures outlined below in Question 12.

12. What about a name?

Choose anyone that seems to most accurately describe your group. If the decision-sharing organization is to be the PTA, then call it by that name. If you're designing an elected board, it might be the Sunnyside Advisory Board. Other examples: Sunnyside Community Council; Sunnyside Parent-Teacher-Student Council; Sunnyside Coordinating Council; Sunnyside Parent Advisory Group.

13. What would be some typical operating procedures?

a. Each group should have simple bylaws, including:

- | | |
|--------------------------|----------------------------------|
| 1) Statement of purpose | 2) Membership (and dues, if any) |
| 3) Frequency of meetings | 4) Election of officers |
| 5) Committees | 6) Rules of order |

b. A secretary or recorder should note any concerns or suggestions from the group; these should be acted upon or resolved in some way by the next meeting.

c. The normal channel of communications on requests or matters of business beyond the school site would be (1) to the school site principal; (2) to the Regional Associate Superintendent; (3) to the Superintendent of Schools; and finally, (4) to the Board of Education. Every effort must be made to resolve any such issue locally before taking it another step.

14. How are we going to get from where we are now to where we want to be?

Organizations that are well organized and capable of serious work cannot be created by a stroke of the pen, a take-home flyer or a single meeting. Parents' time is limited, and principals and teachers have been burdened with many new

duties during the 1970-71 school year. So it will require considerable planning skill to get the process of selecting your option underway and completed by February 15, 1971. As stated earlier, a first step might be the selection of a broad-based planning committee which would do the groundwork, consider the use of parent questionnaires or other means of assessing interest, then pose in open public meetings the possible alternatives. Keep in mind it is the plan that is due by February 15; getting the organization arranged or rearranged may take several months beyond that date, and in some cases will not be totally operational until Spring.

15. Who is going to receive our plan, make any recommendations and give us the go-ahead?

The plans should be forwarded to the Superintendent of Schools for review, recommendations and approval.

16. Can we change our plans at a later date?

Experience may prove that some of the procedures were too cumbersome, or that they have not brought forth the quality and quantity of participation desired. Amendments and improvements can always be made in the light of such experience.

17. Where can we turn for help?

School site principals are primarily responsible for the coordination of planning activities. Many teachers and parents have also had considerable organizational background; their expertise should be utilized. The Office of Human Relations staff stands ready to provide technical assistance to those schools requesting help.

MASTER PLAN CITIZENS COMMITTEE NEWSLETTER

Vol. 1

No. 1

SEPTEMBER 1971

Oakland Public Schools

BUSY YEAR AHEAD

The Master Plan Is On Its Way

After six months of careful planning, the Master Plan Citizens Committee is off and running.

The first meeting of the city-wide committee was held at Roosevelt Junior High School April 19 after a two-month period of organizing school site committees at each of Oakland's 91 schools. The people who gathered at the April meeting were

- elected representatives from each school
- student representatives from junior/senior high schools
- representatives of over 30 community organizations and "resource" people selected by the Board of Education for their specific expertise in one of the MPCC study areas . . . about 240 people in all.

The organization was based on a plan adopted by the Board of Education in January following public hearings at Hamilton, Montera, Woodrow Wilson junior high schools and the Oakland Public Schools Administration Building, at which time the community presented ideas on how the committee would be formed and what it should do.

Based on the public testimony, the Board of Education then adopted guide-

lines calling for five study groups, each to have a chairman and staff advisor:

- Task Force on Curriculum and Instruction
- Task Force on School Buildings
- Task Force on Community Resources
- Task Force on Decentralization
- Task Force on School Finances

YOUR TASK FORCE CHAIRMEN

Each of the five Master Plan Citizens Committee task forces have selected chairmen to lead group activities. The chairmen, who represent a wide range of interest and backgrounds, are:

- Curriculum: David Eckley, an Oakland public school teacher
- Community Resources: Melvin Beck, a UC-Berkeley student, and graduate of Castlemont High School
- School Buildings: David Byrens, an architect living and working in Oakland
- Decentralization: The Rev. Mr. Whitney Lester, minister, Gospel of Jesus Christ Church, Market Street, Oakland
- Finance: Stephen Weinberg, an Oakland public school teacher

YOUR TASK FORCE ADVISORS FROM OPS ADMINISTRATION

- Curriculum: Associate Superintendent Edward Cockrum
- School Buildings: Associate Superintendent Al Badal
- Community Resources: Coordinator of Resource Development, Andrew Viscovich
- Decentralization: Director of Research, Edwin Larsen
- School Finances: Associate Superintendent Lee Panttaja and Director of Budgeting, John Hills

The five task forces meet at least once a month; school-site committees often more frequently. For more information on the school-site committees call the school your children attend or the school in your neighborhood.

If you have a question, a comment... or you would just like some information, call us at:

836-2622, Extension 514
or contact the MPCC at your neighborhood school.

COMMUNITY LIAISON

The selection of the Community Liaison, one person serving the schools of each high school attendance area, is one of the most innovative aspects of the Master Plan Citizens Committee.

Purpose: to improve the effectiveness of the school-site MPCC

Selection Procedure: personnel committees in each high school area have been established, with representation from each of Oakland's 91 public schools, to interview and select the six Community Liaisons. This procedure, established by the Coordinating Committee, was intended to permit each school attendance area to determine the kind of services they would like their Community Liaison to provide and then select the applicant whom they think can best perform these duties. Over 200 people from all over the city have applied for the job.

When: The Community Liaison will be on the job in September to help your school-site committee.

SAN FRANCISCO FOUNDATION, WE THANK YOU

At its May meeting, the San Francisco Foundation offered support for the MPCC with a grant of \$29,690.

Purpose: to provide some basic support services needed to make the committee "go."

- \$18,000 to hire six community liaisons to work part time in each of the high school attendance areas and help provide a communication link between the city-wide MPCC, the Board of Education, the

Administration and the school-site MPCC's.

- \$4,000 to permit the committee to provide bus service to and from MPCC monthly meetings and babysitting services for parents who bring their children with them.
- \$7,000 for the publication of this NEWSLETTER to be distributed throughout the community and for the printing of MPCC reports during the year.

COORDINATING COMMITTEE

The Coordinating Committee consists of representatives selected by each of the five Master Plan Citizens Committee task forces. Its job is to make certain that the whole committee is kept informed of the work being done by each task force, and to help resolve some of the problems involved in working with a committee of this size.

Coordinating committee members are:

■ *Community Resources*

Milton Hadden
Martin Cevington
John Taylor

■ *School Buildings*

Dr. Ramona Davis
Ramon Rodriguez

■ *School Finances*

Pauline Fong
Carlos Ramos

■ *Curriculum/ Instruction*

(Representative to be named)
Henry Mestre, Jr.

■ *Decentralization*

The Reverend Whitney Lester
Fred Wahle

The group meets monthly with Superintendent Marcus A. Foster and Deputy Superintendent Robert W. Blackburn to discuss issues relating to the operation of the MPCC at the city-wide and school-site levels.

COORDINATING COMMITTEE NOTES:

The actions at 91 schools

At their first meetings, the Coordinating Committee strongly committed itself to strengthening the school-site Master Plan committees. The feeling is that whatever

Mark your Calendar

A sub-committee of the Finance Task Force will begin a weekly series of workshops on school funding - federal, state, and local sources - on Wednesday, September 15, 7:30 p.m. at the Administration Building, 1025 Second Avenue, Hunter Hall. All interested persons are invited to attend.

Next regular meeting of the MPCC
September 22 at 7:30 p.m., McClymonds High School.

FOUNDATIONS EXPRESS INTEREST

The MPCC has applied to three foundations for a grant to assist in task force operations. Ford, Danforth and Rockefeller Foundations have expressed an interest in the proposal.

else happens, each school-site committee should become an effective planning group capable of working with the school's faculty and principal on developing new programs and knowledgeable as to the way their school operates.

In support of school-site activities, it is hoped that each school will have a mini-fund to pay for items relating to school-site meetings... for example, stamps, paper, coffee, perhaps babysitting at the meetings, etc. Also, the coordinating committee has proposed that when the city-wide task forces hire consultants they work with school-site committees part of the time. This would permit the school-site committees to work with the same expert consultants as the task forces.

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Caravan to Sacramento

The Finance Task Force's committee on State Aid led a caravan of some 500 parents, teachers and students to Sacramento on June 23 to meet with Oakland's legislators.

The caravan also met that day with Dr. Wilson Riles, State Superintendent of Public Instruction, and the sponsors of the education bills in the legislature, Assemblyman Leroy F. Greene and Senator Albert S. Rodda.

The trip to Sacramento was a first for Oaklanders. Never before have so many citizens undertaken a lobbying effort of this kind. The cost of the trip was paid for entirely by donations: \$200 from the Oakland Principals' Association; \$100 from the Interdominational Ministerial Alliance; \$115 from the Oakland Education Association; the cost of two buses from the Peerless Bus Company; and many individual donations. In all, 11 buses were sent from four high schools and Lockwood and Bella Vista elementary schools.

Allan Marcus, Oakland resident and

businessman, led the caravan. The day culminated with delivery of a letter to Governor Ronald Reagan's office, expressing the concerns of the group in its effort to obtain full funding for school programs.

Out of the Caravan to Sacramento, a sub-committee on school financing has been formed to investigate the process of funding the public schools - both from the legislative and the fiscal side. It is hoped that the work of this group will result in the development of a long range fiscal plan for the schools which will solve the yearly budget crisis that now plagues Oakland and other districts throughout California.

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